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4 APR 1960
(sent to DTR 5 May)

Director of Training

Chief Instructor, Instructional
Techniques Course

Final Course Report, Instructional
Techniques Course No. 43

Document No. 39
NO CHANGE in Class. ☐
☐ DECLASSIFIED
Class. CHANGED TO: TS S (C)
DDA Memo, 4 Apr 77
Auth: DDA REG. 77/1763
Date: 070278 By: 025

I. Characteristics of this Course

The student body was composed of GS-9 through GS-12 photographic personnel whose primary responsibility is instruction in various phases offered by the Photo Support Division/TSD. Of main concern to the Training Officer, TSD, was the training of these students to properly lecture and conduct demonstrations.

II. Administrative Factors

- A. Dates: 28 March - 1 April 1960 (40 hours)
- B. Location: TSD Conference Room, R & S Bldg.
- C. Number of Students: Five from PSD.
- D. Grade Level: Two, GS-12; Two, GS-11; One, GS-9
- E. Educational Level: Two students claimed Bachelor Degrees; Three claimed work beyond high school graduation.
- F. Assignments: All students were required to perform instruction as a part of their assigned duties.
- G. Support: Obtained from OTR Film Library in the loan of seven instructional films covering the areas of Principles of Learning, Lesson Planning, Speech Techniques. Used A & E Staff member in "Evaluation" phase of course. Used Chief OTR Graphic Aids shop in "Training Aid" phase of course.

III. Academic Factors (Refer to attached Course Outline)

A. Objectives

1. To acquaint the student with the learning process.

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2. To familiarize the student as to how the principles of learning are applied to instruction and offer practical teaching experience in applying them.

B. Determination of Course Content

1. Objectives were determined in a previous meeting with TSD Training Officer with respect to job-related tasks required of their instructors.
2. Course outline was designed specifically to meet these determined objectives.
3. To meet specific need of this group of students, the present course was tailor-made in two ways: (1) by selection and emphasis of instructional methods covered and (2) by student application to content he would be teaching.
4. Underlying philosophy was one of directed and guided student activities consistent with objectives of course.

C. Methods of Instruction

1. In every aspect of training, the students were responsible for directly participating in the classroom activities or were responsible for critiquing or evaluating indirectly all classroom activities of other students.
2. The methods of instruction comprised the following: study periods; instructor-directed class discussion periods (covering items not included directly in hand-outs and stressing certain key points included in hand-outs); presentation by each student of a lecture, a demonstration, and a 30 minute lesson plan of his own design; student oral and written evaluation of other class member presentations, with a summary evaluation by the instructor; training films.
3. A time analysis of the ITC curriculum indicates the following division:

Administrative	2%
Student study periods	20%
Directed class discussions	24%
Student presentations and class critiques	47%
Film and class discussions	<u>7%</u>
	100%

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4. For each major topic (lecture, demonstration, lesson presentation, etc.) the sequence of instruction was designed to provide for student application immediately after class discussion of the topic; e.g.:
 - a. Study period to read handout on lesson planning and make final preparation for individual classroom presentation of a lesson plan.
 - b. Class discussion on lesson planning.
 - c. Presentation by each student of a 30 minute lesson in the subject area in which the student is teaching or will be assigned.
 - d. Instructor and class evaluation of each student performance, using written critique guide.

D. Student Performance and Methods of Evaluation

1. Insofar as possible, the principles of learning and teaching were applied to the evaluation methods.
2. Each class session was conducted primarily on a discussion basis involving an extensive use of oral questioning by the instructor, and contributed to by the students. Such questioning served also as an evaluative device, primarily for the benefit of the student to ascertain his grasp of the subject matter under discussion.
3. In conducting each practical exercise, the principle of immediate feedback was applied to maximize learning. Immediately following each individual presentation, a student would be orally critiqued by class members and the instructor. For most exercises written critique forms were used to guide these critique discussions. At the close of the oral critique the completed forms were turned over to the student so he could review the ratings and specific comments made by the other class members and the instructor. Even in this course of only one week's duration, there was noticeable improvement in student performance. There is little doubt that this improvement was due in considerable part to the immediate, specific, individualized feedback provided for each of the presentations made by each student.

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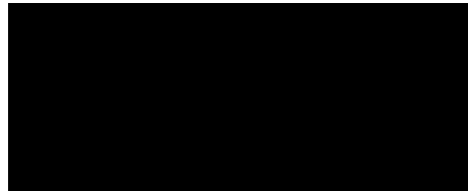
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4. Upon the basis of these critiques and evaluations, the determination was made that each student satisfactorily completed the course.
5. The final evaluation report to the supervisor and the student, as well as for personnel record purposes, is in the form of a narrative report specifying course objectives and material covered, with a brief statement added, where applicable, noting strengths and weaknesses of each student. (Copy of final evaluation report attached).

VI. Recommendations

None needed at this time.



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Attachments

A-Course Outline

B-Training Evaluation Form

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